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AND MUCH
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BCC Student-Athlete Claudette Hetmeyer Wins CUNYAC Cross Country Championship & Places 6th in Junior College Nationals in Rhode Island

Bronx Community College's Claudette Hetmeyer won the 2008 CUNY Athletic Conference Cross Country Championship (CUNYAC) by defeating some 70 student-athletes from 13 CUNYAC community and senior colleges. BCC's Claudette Hetmeyer and Queensborough's Alex Medina won the women's and men's races, respectively. This is the first time in the history of the championships that a pair of community college students won the individual races.

A demanding track and field discipline, cross country challenges athletes to run long distances, often over hilly terrain. Hetmeyer posted her winning time of 25 minutes and 18 seconds over the muddy six kilometer course (nearly four miles) in the Bronx's Van Cortlandt Park.

Amazingly, Hetmeyer had raced the same distance just one day before, achieving second place at the National Junior College Athletic Association (NJCAA) Region XV Women's Cross Country Championship on Long Island.

There, she competed against athletes from many of the nineteen tri-state area community colleges that make up Region XV.

"Crossing the finishing line first is what I had repeatedly envisioned, and I worked hard to achieve it through training," said Hetmeyer. "As a member of a yoga class project, I refashioned the CUNY Championships poster and used it as my motivation. I overlaid a photo portrait of myself in a warrior stance at the bottom. This pose made me feel like

a champion, a winner," she continued.

"Throughout the preparatory week before the race in Van Cortlandt Park, I spent time reflecting upon the poster and envisioning myself winning the championship. Every time I gazed at it, a wave of energy surged through me and my heart started pounding. I kept this same image in my head throughout my race. I envisioned myself as a champion and the end result was just as I expected, I was CUNY's Cross Country Champion for 2008," stated Hetmeyer.

In November, Hetmeyer, 31, who has served a tour in the Army, is an engineering science major and the mother of two boys, ages four and six, ran in the NJCAA Nationals which were held in Rhode Island. She finished sixth in the race that attracted runners from across the U.S. She was named to the NJCAA All-American team for finishing amongst the top in the nation in the same race.

Hetmeyer, who plans to graduate in June 2009, hopes to win a track and field scholarship to pursue

that will help her go to an engineering school.

After her win, President Carolyn Williams congratulated her and BCC Athletic Director Eric Mercado when they visited her office. President Williams said, "While academics are most important in college, athletic competition provides a smorgasbord of college experiences, particularly social exposure that makes for well rounded individuals beyond the classroom."



BCC President Carolyn G. Williams congratulates Athletic Director Eric Mercado and Student Athlete Claudette Hetmeyer for winning CUNYAC Cross-Country Championship.

The Inauguration of the 44th President of the United States

The Presidential Inauguration of Barack H. Obama was held in Washington, DC, on January 20, 2009. President-elect Obama was sworn in shortly after 12 noon by Supreme Court Chief Justice John Roberts after Vice President-elect Joseph Biden had taken the Oath of Office from Associate Supreme Court Justice John Paul Stevens. Aretha Franklin sang "My Country, 'Tis of Thee," an all-star quartet (violinist Itzhak Perlman, cellist Yo-Yo Ma, clarinet Anthony McGill, and pianist Gabriela Montero) performed John Williams' "Air and Simple Gifts," and Yale professor Elizabeth Alexander recited "Praise Song for the Day," a poem written especially for the occasion. The invocation was offered by Rev. Rick Warren, and a stirring benediction was given by Rev. Joseph Lowery.

The scene on Capital Hill was exciting as all living former presidents and their wives (Presidents Bush, as well as Carter and Clinton) were in attendance, as were former rivals Hillary Rodham Clinton, now Secretary of State Clinton, and Senator John McCain.

A week of festivities included the Presidential Swearing-in Ceremony, Inaugural Address, Inaugural Parade and numerous inaugural concerts, balls and galas honoring the new President of the United States.

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Acknowledgement

The photographs that accompanied the December 2008 cover story – "Boots on the Ground Exhibit Sets the Tone for IEW's Perspectives on War" – were courtesy of Deivid Valdez.

Letters to *The Communicator* Editorial Policy and Disclaimer

The Communicator urges students to respond to articles and editorials found in this newspaper. We also urge you speak out on issues that matter to the college community, as well as your neighborhood, the city, state, nation and world-at-large.

The views expressed in published letters are solely those of the writer and do not necessarily represent the views of *The Communicator*.

- We reserve the right to shorten any letter submitted due to space considerations.
- We reserve the right to refuse publication to any letter due to space considerations, as well as those letters deemed inappropriate because of profane language, non-verification problems and/or slander.
- No letter will be published unless the author submits his or her name, and telephone number.

Submissions should be emailed to *The Communicator* at bcc.communicator@gmail.com.

The Communicator Submission Insertion Dates Spring 2009

If you are interested in having an article, editorial, letter or announcement included in *The Communicator*, it must be received by the following dates:

Deadlines

March

Monday, February 9, 2009

April

Monday, March 9, 2009

May

Monday, April 6, 2009

Please email all submissions to:
rowanandrewdavid@aol.com

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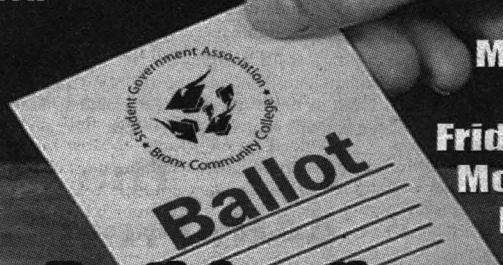
All Bronx Community College Clubs

**Make sure that your club is represented
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Contact Charles Sabat
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**Monday, April 20
through
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**@ Colston Hall Lobby ((Last Names A-L))
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An estimated 1.8 million people attended the 2009 Inauguration, a record-breaking number for any event in the nation's capitol.

In an unprecedented effort to make this inaugural celebration open and accessible to all Americans, many events were planned to include a wide variety of ordinary citizens. The Inaugural Welcome Concert at the Lincoln Memorial was free and open to the public as was the entire National Mall for attendees to watch the Swearing-in Ceremony and the Parade on large screens.

The official theme for the inauguration was "A New Birth of Freedom," a vision that underscored the new administration's commitment to restoring opportunity and possibility for all and re-establishing America's standing as a beacon of hope around the world.

In one human moment, Obama and Roberts had trouble with the Oath of Office. The following day Barack Obama retook the oath of office at the White House. Although the Constitution does not require this, the White House lawyers insisted on Obama retaking the oath anyway.

In his Inaugural Address the president reminded the world that, "For as much as government can do and must do, it is ultimately the faith and determination of the American people upon which this nation relies. It is the kindness to take in a stranger when the levees break, the

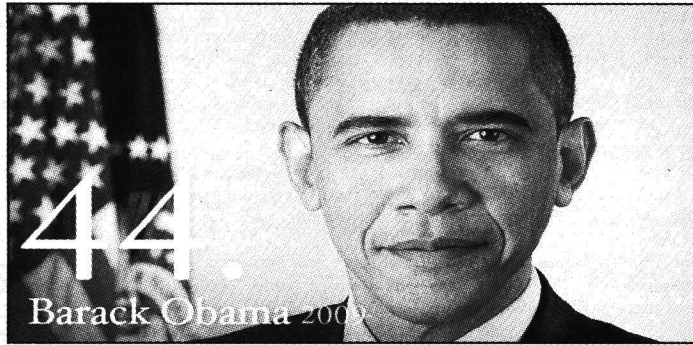
selflessness of workers who would rather cut their hours than see a friend lose their job which sees us through our darkest hours. It is the firefighter's courage to storm a stairway filled with smoke, but also a parent's willingness to nurture a child, that finally decides our fate."

He continued, "Our challenges may be new. The instruments with which we meet them may be new. But

every American, that we have duties to ourselves, our nation, and the world, duties that we do not grudgingly accept but rather seize gladly, firm in the knowledge that there is nothing so satisfying to the spirit, so defining of our character, than giving our all to a difficult task. He concluded these points, saying, "This is the price and the promise of citizenship."

In a somber moment, Senator Edward Kennedy had a seizure (due to exhaustion/brain cancer) and collapsed during the Inaugural luncheon. He was taken to the hospital and released the following morning. Senator Robert Byrd, age 91 and in declining health, also collapsed during the luncheon. Due to these events, the inaugural parade began late, after 3 p.m.

After the swearing in, the parade and the round of balls, on Wednesday, January 21st, the president arrived at this office in the West Wing of the White House to get down to business, addressing ethical conduct stipulations for members of his Administration, including the sticky subject of lobbying, overturning a Bush-era dictum on funding for abortions, welcoming the Tuskegee Airmen, fine-tuning a stimulus package to be sent to Congress, welcoming Clinton to the State Department, and coming to a full realization of the tremendous pressures and expectations that come with being President and Commander-in-Chief of the United States of America.



those values upon which our success depends — hard work and honesty, courage and fair play, tolerance and curiosity, loyalty and patriotism — these things are old. These things are true. They have been the quiet force of progress throughout our history. What is demanded then is a return to these truths. What is required of us now is a new era of responsibility — a recognition, on the part of

Outside BCC

Former Democratic Senator from Rhode Island Dies at 90: Senator Pell Was the Force Behind the Creation of the Pell Grants

Claiborne Pell, the quirky blueblood who represented blue-collar Rhode Island in the U.S. Senate for 36 years and was the force behind a grant program that has helped tens of millions of Americans attend college, died on Thursday, January 1st, shortly after the new year began after a long battle with Parkinson's disease. He was 90. His wife of 64 years, Nuala O'Donnell Pell, and other family members were with him at the end.

Democrats and Republicans praised Pell, an unabashed liberal with family and personal ties to such Democratic icons as Presidents Franklin D. Roosevelt and John F. Kennedy.

Vice President Joseph Biden, a longtime friend and Senate colleague, called Pell "one of our country's greatest public servants." In his statement, Biden remembered Pell as "a man of extraordinary integrity,

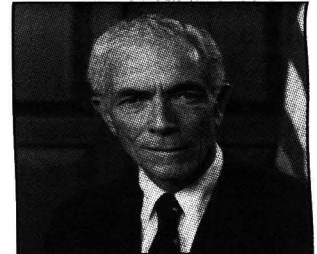
grace and decency" who was "a leader in the effort to reduce the size of the world's nuclear arsenal and to stop the spread of nuclear weapons."

Many praised Pell's work to create the 1972-vintage program of college grants to lower-income students that has assisted in the education of more than 50 million Americans. The Pell Grants are, in Biden's words, "a legacy that will live on for generations to come."

Federal Pell Grant Program

The Federal Pell Grant Program provides need-based grants to low-income undergraduate and certain postbaccalaureate students to promote access to postsecondary education. Students may use their grants at any one of approximately 5,400 participating postsecondary institutions. Grant amounts are dependent

on: the student's expected family contribution (EFC); the cost of attendance (as determined by the institution); the student's enrollment status (full-time or part-time); and whether the student attends for a full academic year or less.



Citizens Pay Tribute to late Senator Claiborne Pell (D-RI)

Any students who wish to leave a message in memory of the late Senator whose efforts led to the creation of the Pell Grants can do so at www.Legacy.com. Below are two such tributes from that web site (reprinted by permission).

January 4, 2009

I want to thank Senator Pell for his involvement in providing funding for the Boy's Harbor Camp, founded by Tony Duke. I spent my childhood summers there. The experience changed my life forever. I will never forget it.

Ron Jackson, Bronx, NY

January 2, 2009

I would like to THANK YOU from the bottom of my heart and the depths of my soul for the Pell Grant that I have which is enabling me to attend school and lift myself from homelessness! I was NOT homeless by choice, several recessions and a divorce knocked me off of my feet and into the gutter. I never abused alcohol or drugs and I have never had a criminal conviction! I want to be able to get a job and WORK so I can pay my taxes and be able to help other people like me recover from bad

divorces, dead end employment with all of the disrespect and discrimination that comes with it and persons who get hurt on the job and don't get workman's compensation because of dishonest employers and because of their injuries can no longer work at their former job.

The BEAUTY is that you have to maintain a certain Grade Point Average but to me that is no problem because once I found out what is possible with a college education, I couldn't stop studying and helping other students like me, some of whom were having difficulty but because I knew where they were coming from, we are ALL able to succeed together! I WAS INSPIRED BY THIS WONDERFUL OPPORTUNITY AND I HELP OTHERS AS I LEARN -- IT MAKES NO DIFFERENCE WHO YOU ARE, WHAT YOUR GENDER, RACE, DISABILITY, ETHNICITY, LIFESTYLE, RELIGION, IF YOU WANT TO LEARN AND IF YOU ARE SERIOUS, THIS TRULY WONDERFUL MAN PROVIDED YOU WITH THE OPPORTUNITY TO GET THE EDUCATION YOU NEED! HE HAS INSPIRED ME TO WANT TO HELP OTHERS LIKE ME TO SUCCEED TOO. I AM NATIVE AMERICAN BUT I KNOW MANY WORTH STUDENTS ALSO FROM THE DEPTHS OF POVERTY WHO ARE GOING TO BE EMPLOYABLE IN JOBS WITH A FUTURE THANKS TO THE HONORABLE CLAIBORNE PELL, MAY HIS MEMORY BE BLESSED!

The educational opportunities that this late STATESMAN provided for me enabled me to empower myself -- to open horizons I never knew existed and see new possibilities! Because of him, I am not begging on the street or sleeping in doorways and I have a future. I wish I could also get a law degree and do what he did to help people.

He understood that people need a hand up and not a hand out of the poverty cycle and abuse trap.

May G*d bless him and give him one of the most beautiful mansions in Heaven because of the tremendous amount of good he has done for people like me!!

Again, G*d bless you, sir. You have changed so many lives for the better, I will never be able to thank you enough for this wonderful opportunity that someone like me would never have had, would NEVER have been possible without your legislation. You knew exactly what was needed to help people out of despair, hopeless and poverty! I hope I can do the same.

I have a 3.8 GPA and want to be a lawyer.

THANK YOU AGAIN! Thank you!

Anonymous student, SAN MARCOS, TX

Writers of the Month

The Enlightenment: The Direct Fruit of Free Press

By Milton Rodriguez

Most of the novelties, commodities, and freedoms we enjoy in the modern world are accredited to the Age of Enlightenment. Everything from technology and free-market commerce to advances in the arts and political ideologies stem from this era of deep thought. What is rarely recognized, however, is the significance of free press in cultivating and dispersing these ideals from their origins in Western Europe to the rest of the world. The censorship of print that had been in place by the ruling class during this epoch would have prevented these sentiments of reason and intellect from achieving cosmopolitan popularity. Obtained via revolution against elitists, freedom of press evolved into an awakening of the masses and propelled the ultimate rise of democracy.

In this essay, we will explore the direct contributions of free press to the Era of Enlightenment and its liberating implications. The chief focal points addressed will be the following:

1. the conditions leading to revolution/free press
2. contributions of philosophers and writers
3. results and implications

Conditions Leading to Free Press

As with everything else in seventeenth-century England, the Church possessed strict oversight on all forms of printing. From the very onset of printing, the Church mandated that nothing should be put forth by the press except that which had received approval by the Diocesan authority. Their belief was that anything that affected the welfare of the mind and the health of the soul was of significance to the Church (Schulyer 1).

Although the English populace craved literacy and demanded the importation of texts, regulations on the press intensified. The power over printing was handed over from the papacy to the civil authority. The King (then perceived as the Head of the Church) exercised his might, adopting even more stringent rules. For instance, he allowed for monopolies by patent to control the rights to print books, forbidding all other private publishing, and angering the populace. The best example of a monopoly by patent was the formation of The Stationers' Company in 1557, which was made up of ninety-seven of London's premiere Stationers (Collier).

An additional injustice that led to civic uproar

was the 1679 indictment of Henry Carr for writing some passages in a weekly paper regarding government. The Lord Chief Justice Scroggs stated it criminal at common law to "write on the subject of government, whether in terms of praise or censure; it is not material" (Carr's Case, State Trial).

With pressures from now notable philosophers urging parliament to allow freedom of the press, the Era of Enlightenment began to flourish.

Contributions of Philosophers and Writers

The very academics and enlightenment philosophers who engaged in such writings were naturally the biggest advocates for the liberty of uncensored printing. Their resistance on the British Parliament also proved the most influential. Writers like John Milton and Benedict Spinoza directly addressed freedom of press, while Francois-Marie Voltaire and John Locke summoned religious tolerance for non-believers (Schroeder). The sixteenth-century penal system was known for its carnal often unjust form, especially towards those who engaged in religious treason. For instance:

- We have already shown that no man's mind can possibly lie wholly and the disposition of another, for no one can willingly transfer his natural right of free reason and judgment, or be compelled to do so (Spinoza).

- In a word, toleration hath never been the cause of a civil war; while, on the contrary, persecution hath covered the earth with blood and carnage (Voltaire).

- Just and moderate governments are everywhere quiet, everywhere safe. (Locke)

John Milton's famous "Areopagitica" is a highly influential essay urging English parliament to remove censorship from the press. In it, he thoroughly compares past civilizations (Greeks, Romans) and highlights that freedom of press helped spark intellect and development. While he demands freedom of press, his political ideologies are explicit, invoking liberalist theory amongst his readers. He mimics the methods of Greek orator Isocrates: A free Protestant country, without the Liberty of the Press, is a contradiction in terms; it is free slavery or in chained liberty.

Light and darkness are not more opposite than

liberty and the deprivation of the means of being rational.

Milton's "Areopagitica" in conjunction with above written grievances to State officials paved the way for the freedom of press and ultimately the enlightenment. As we know, the deep ponder that came from this era allow us to live such sovereign lives.

Results and Implications

The liberation of uncensored printing was a revolutionary concept which opened the door for generations to come. There have been dictators and prominent leaders that have used these ideas to spread ideology. The shifting pendulum of the transfer of information has been used to generate profit in capitalist societies or to educate the masses with inspiring ideologies. It was only a matter of time until these ideas influenced the people enough for them to start up revolutions of some sort.

The ideas of the Enlightenment were looked upon as fresh, attractive and most important of all revolutionary. The Enlightenment was almost the complete abandonment of many views from the old way of doing things to the new. It further enhanced the ideologies of Greek philosopher such as Socrates, Plato and Aristotle by championing individuals to reach alchemy. The ideas of the enlightenment have shaped politics, economics, ideas, music, and so on. Everyone in the world is directly influenced by the ideas of the enlightenment in one way or another. These people chose sides on how the world should be perceived throughout the centuries. Socialist ideologies which were inspired by Marx and Capitalist ideologies inspired by Smith have been like oil and water since its conception many years ago. These ideologies are constantly changing and have become crucial in our social growth. It is a blessing that the enlightenment allows us to say that it is the fruit of the free press. The many barriers, revolutions and changes allows one to conclude that even though we may seem oppressed by ideology, governments or ways of life in a society, we have the ability to adopt these ideologies and bring about change like our predecessors have.

Edward R. Murrow, the Man Who Made CBS News Mt. Rushmore

By Yosef Abraham

Edward R. Murrow (born Egbert Roscoe Murrow on April 25, 1908) was an American journalist and radio and television figure. He came to prominence with a series of news radio broadcasts during World War II. His broadcasts had millions of listeners in the United States and Canada. In those days, people in the U.S. got their news from the radio, or when they went to the movies and watched newsreels showing our fighting men in action from the battlefields. These newsreels featured reporters such as Lowell Thomas, who was an adventurous person with a dynamic voice that kept your eyes on the screen. These newsreels would play about five minutes. During World War II Murrow reported news live of Germany bombing England or he flew in an airplane with American forces bombing Germany. Murrow hired high powered-journalists who brought you the news, making you feel as if you were there. Murrow single-handedly built CBS into a giant news network.

These reporters were men of great integrity, and when they spoke you listened, reporters like Eric Sevareid, Charles Collingwood, Howard K. Smith, Mary Marvin Breckinridge, Cecil Brown, Richard C. Hottelet, Bill Downs, Winston Burdett, Charles Saw, Ned Calmer, and Larry LeSueur. These reporters were dubbed "Murrow's Boys" despite Breckinridge being a woman. Murrow had catch phrases like "Hello, America. This is London calling."

At the end of 1940, during the German bombing raids, Londoners who might not see each other the next morning often closed their conversations not just with "so

long," but with "so long and good luck." The future British monarch, Princess Elizabeth, while speaking to the western world in a live radio address at the end of the year, concluded by saying "good night and good luck to you all." So at the end of one 1940 broadcast Murrow ended his segment with "Good night and good luck." His speech teacher Ida Lou Anderson insisted he stick with it, and another Murrow catchphrase was born.

Radio allowed you to listen and do your chores at the same time. In those days CBS radio was what you listened to if you wanted the latest update in news. With their journalists all over the world, CBS had an advantage over other stations. In the background you would hear a teletype machine running while the reporters reported the events of the day. Murrow and his reporters set the format for news radio. There was an anchor person, who reported the news, and then he would say we are going to our reporter in Washington, "Take it away Eric Sevareid at the Capitol." Then Sevareid would give his report, and end by saying we are going back to our reporter in New York. They were envied by radio stations like NBC, ABC and the Mutual news stations. When Murrow reported on the liberation of the Buchenwald Concentration Camp in Germany he provided an example of his uncompromising style of journalism, something that caused a great deal of controversy and won him a number of critics and enemies. He described the exhausted physical state of the concentration camp prisoners who had survived, mentioning "rows of bodies stacked up like cordwood," and he refused to apologize for the harsh tone of his

words. "I pray you to believe what I have said about Buchenwald I have reported what I saw and heard, but only part of it. For most of it I have no words ... If I've offended you by this rather mild account of Buchenwald, I'm not in the least sorry."

In 1954 Murrow did a televised report on Senator Joseph R. McCarthy, the name of the show was *See It Now*. Senator McCarthy had fostered scare and distrust among all Americans, including Hollywood stars, the studios, the producers, the directors and the screenwriters. The story consisted largely of clips of McCarthy speaking. In these clips, McCarthy accused the Democratic Party of "twenty years of treason," described the American Civil Liberties Union as "a front for and doing the work of the Communist Party," and berated and harangued various witnesses, including Brigadier General Ralph W. Zwicker. In his conclusion, Murrow said of McCarthy:

"His primary achievement has been in confusing the public mind, as between the internal and the external threats of Communism. We must not confuse dissent with disloyalty. We must remember always that accusation is not proof and that conviction depends upon evidence and due process of law. We will not walk in fear, one of another. We will not be driven by fear into an age of unreason, if we dig in our history and our doctrine, and remember that we are not descended from fearful men. We proclaim ourselves, as indeed we are, the defenders of freedom, wherever it continues to exist in the world,

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but we cannot defend freedom abroad by deserting it at home. The action of the junior senator from Wisconsin have caused alarm and dismay amongst our allies abroad, and given considerable comfort to our enemies. And whose fault is that? Not really his. He didn't create this situation of fear, he merely exploited it -- and rather successfully."

The following week *See It Now* ran another episode critical of McCarthy. This episode focused on the case of Annie Lee Moss, an African-American Army clerk who was the target of one of McCarthy's investigations. The *Morrow* shows, together with the televised Army-McCarthy hearings of the same year, were the major causes of a nationwide popular backlash against McCarthy, in part because for the first time his statements were being publicly challenged by noteworthy figures. In the spring of 1954 McCarthy appeared on *See It Now* and made a number of charges against the popular Murrow. This response did not go over well with viewers, and the result was a further decline in his popularity.

Fifty years ago Edward R. Murrow stood in front of the cream of American network television and warned them of the consequences for serious journalism if broadcasters were not prepared to "get up off our fat surpluses." This instrument -- television--said Murrow, "can teach, it can illuminate; yes, and it can even inspire." But it can do so only to the extent that humans are determined to use it to those ends. Otherwise, it is merely wires and lights in a box. Murrow understood the extraordinary potential of television as a force for enlightenment. But he also understood that, left to its own device it would drive journalism down a vacuous black hole.

Today, television is more interested in ratings than news. CBS has fallen from Mt. Rushmore to third place in the ratings. All her mighty journalists are gone. All the major networks are owned by big corporations. CBS today is owned by Westinghouse Electric Corporation. NBC is owned by General Electric and ABC by Walt Disney. Corporate bosses, today, dictate our

news. Dan Rather was, told to change his story on George Bush's days in the military. To please his bosses at CBS, Dan Rather had to issue an apology for not doing his job as a true journalist. Rather placed the blame on his secretary.

PBS did the same report on President Bush, but nothing was said. PBS is not owned by a corporation. Dan Rather decided to leave *CBS Evening News*, making way for Katie Couric to sit in the hot seat. Even Katie Couric described how her bosses at CBS complained she was not patriotic in reporting on the Iraq War.

Today, television gives us news watered down. The three networks are more interested in celebrities' news. Who's dating whom, who broke up with whom; but real news uncensored we, the public, do not get, and we do not demand it. The last journalist Edward R. Murrow hired was Walter Cronkite. Walter Cronkite was the last anchorperson to leave *The Evening News* in first place.

The Effects of TV, the Anchor Man and, Specifically, Walter Cronkite.

By Joshua Michael

The media, and its relationship with the United States of America, goes back to the beginning of our nation. There has always been something to tell and, inevitably, someone to tell it. Some would say much of our own history is written and even pre-written by those who control this medium. It has affected popular opinion time and time again, beginning with the printed word, and within the last fifty or so years, the visual world. The rise of television in homes everywhere gave rise to a new and powerful voice among us. I am speaking, of course, of the anchorman.

One of the first of these was a man I think we all know by the name Walter Cronkite. He became, through television and by always being there, the "most trusted man in America." Through use of this brand new medium, he is responsible for a media source known and trusted the world over. Almost everyone gets their news from the TV. We watch incessantly. We cannot look away. It engulfs our very lives. Was this, however, the original intention, or was it meant to be merely a means of daily reflection of whom we are and who we are becoming? He or she seems to have complete control of our life, this anchor. Was this the original intention or maybe those were simpler times when people were not so dependent or willing to believe everything they were told? I know this, if Mr. Walter Cronkite were auditioning for the role of anchor today, he probably would not get the part. So what has changed? Let us look back on this remarkable man and the affect he has had on us, knowingly or unknowingly.

Walter Cronkite (according to the Museum of Broadcast Communications) is the former *CBS Evening News* anchorman "whose commentary defined issues and events in America for almost two decades." He was born in Missouri on the 4th of November in 1916, during World War I. Cronkite, whom a major poll once named the "most trusted figure" in American public life, often saw every nuance in his nightly newscast scrutinized by politicians, intellectuals, and fellow journalists for clues to the thinking of mainstream America. In contrast, Cronkite viewed himself as a working journalist, epitomized by his title of "managing editor," of the *CBS Evening News*. His credo, adopted from his days as a wire service reporter, was to get the story, "fast, accurate, and unbiased"; his trademark exit line was, "And that's the way it is" (Museum of Broadcast Communications). Historian and journalist David Halberstam states in an interview for *American Masters* that, "Walter's career curve and the curve of network television absolutely dovetailed. And he held that position for so long under such vastly changing circumstances ... that it seemed to most people that as they got their first television set, Walter and CBS NEWS had joined their family." At the age of 12, young Walter (after discovering an article in *Boy's Life* about a foreign correspondent) decided that was what he would be. A modest thought and his only career goal became reality with the job of network anchor. This, of course, was a result of years of hard work. He began working at a public relations firm, for newspapers, and in small radio stations throughout the Midwest until in 1939; he joined the United Press (UP) to cover World War II. There he went ashore on D-Day, parachuted with the 101st Airborne, flew bombing missions over Germany, covered

the Nuremberg trials, and opened the UP's first post war Moscow bureau. (The Museum of Broadcast Communications) Jim Lehrer and Robert McNeil, the PBS news anchor duo, recently received the 25th annual Walter Cronkite award for Excellence in Journalism where Mr. McNeil stated, "We now feel really honored to have our names legitimately connected to Walter. To be honored in the name of the best-Walter Cronkite-is as good as it gets."

Consider with me for a moment what stories this man was responsible for delivering to the nation: he was the man who told us Kennedy had been shot, the man who told us we put a man on the moon, and the man who told us we couldn't win the war in Vietnam (*American Masters*, PBS).

The impact of the media has always been great; however, it has been limited to those who read or are at least moderately educated. To this day much of the change that comes about in our nation is based on opinions of what people have seen on TV. Civil rights achievements may not have succeeded nearly as quickly in the 60s had it not been for reporting on TV and people seeing things happen with their own eyes. When something is reported and then seen visually, it is made that much more important. Seeing, for example, black students on television being escorted by soldiers into a segregated school, is very effective dramatically. Or seeing Martin Luther King give a speech with thousands looking on is that much more moving. In other words, people who otherwise may not have been affected or even known what was going on are.

What television and the network anchors have done for those who cannot read or perhaps need help understanding could be construed as a good thing or a bad thing. In the one respect, people are learning who otherwise may not have been able to. On the other hand, they are learning what someone has fed them and if indeed this is unbiased, that's great. It does seem along with this great power, comes even greater responsibility, so, the importance of a great anchorperson. This is also true of newspaper, however; television reaches a much broader audience. America really is a land of television and a lot of power is wielded in this medium. On February 27, 1968, Cronkite delivered the news claiming all to be lost in the Vietnam War which is regarded as a turning point in not only history, but broadcast journalism. President Johnson famously said, "If I have lost Cronkite, I've lost the country," and this was apparently instrumental in causing Johnson to drop out of the 1968 presidential race.

With this ability to sway popular opinion one would think we would cherish those who have the most experience and are the least biased to continue relaying information to the masses. In a recent article in *The New York Times* by Brian Stelter the subject of older anchors being let go in favor of the younger ones was discussed. Mr. Al Primo, who developed the "Eyewitness News" format in the 60s and 70s, states plainly that it is economics. The salaries of older anchors have ballooned too high for

current budgets and so the favoring of younger, less experienced and most importantly cheaper anchors has become the trend. The question that arose in the article was is it worth losing that experience over money? When these anchors leave, they take decades of experience, insight and connections with them-- not to mention the trust factor of a familiar face. According to the article, local TV, though lacking in glamour and prestige still remains the most popular single source of news in the United States.

According to the Pew Research Center for People and the Press, a little more than half of the population watches local news regularly while only 34 percent read a newspaper each day and 29 percent watch a network evening newscast. Apparently, however, ratings and subsequently advertising dollars are down especially by automakers, which represent the largest category of broadcast advertising, and so remain, the problem of economics. You get what you pay for could never be so true.

In closing I would repeat words that Mr. Cronkite said in an interview conducted in 1996 by Kira Albin: "The mark of a professional journalist is that we do adhere to an ethic. A professional journalist recognizes his or her prejudices and biases and avoids them in writing and reporting. There is no place in journalism for biased reporting on the front page. There is no place for subjective, personal opinions to creep in." In the words of Mr. Cronkite: "And that's the way it is."

Writers of the Month continued on page 6

ATTENTION!

All students who expect to graduate in June 2009 must complete a candidate for degree card in the Registrar's Office.

Colston Hall, Room 513

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A Community Raises a Child

By Natasha Henry

Many journalists have brought education to the forefront, like James Traub of *The New York Times* who wrote "What No School Can Do" which discussed how neighborhoods, rich vs. poor, may determine children's learning habits. Traub spoke about other journalists who have written articles about education as well, including Joseph P. Veteritti who wrote "Choosing Equality" and Scott Miller who wrote "An American Imperative." These journalists all wrote pieces to make the public aware that there are educational inequalities. These inequalities could harm the youth of today's education if there isn't more involvement from the communities in which they reside. It's important that our communities are aware and try to encourage youth's continued learning outside of school.

"I didn't realize what a terrible problem you have put me into. I mean we are horrified." This quote is taken from *The Race Beat* by Gene Roberts and Hank Klibanoff, which talks about inequalities within the press at a critical time in America. The book is an eye opener in regards to the unfair treatment of blacks in the South in the early 1900's and with news publications; awareness was brought to news readers in the North about the mistreatment. During this time African Americans struggled to learn to read and write. Eventually, communities rallied together to bring about change and equalities for everyone, black, white, rich or poor.

With publications like "What No School Can Do" we have learned that inner-city kids have performed poorly on state required tests in the year 2000. Currently, in New York City kids, according to *The New York Times* in 2007, the number of students passing earlier grades dropped from 2006 levels in most places, but rose compared to the last year in the middle-school grades. Seven years later, the results more or less still remain the same. According to researchers Hart and Risley findings in the U.S., children who live in homes where there

parents are professionals hear an average of 2,153 words per hour, in working-class families 1,251 words per hour, and in welfare families only 616 words per hour. The relationship of illiteracy and poverty is undeniable.

The International Reading Association culled the following literacy facts from lists assembled by ProLiteracy Worldwide, Alliance for Excellent Education, and AmiercaScores: More than eight million students in grades 4-12 read below grade level. Most are able to sound out words. The challenge isn't to teach them to decode text but, rather, to help them comprehend what they read. Among low-income 8th graders, just 15% read at a proficient level. On average, African-American and Hispanic 12th-grade students read at the same level as white 8th-grade students. Activities such as reading and singing songs vary by maternal education, family type, welfare receipt, and race/ethnicity.

Children whose mothers have lower levels of education, single mothers, families reporting receipt of welfare services, and black parents are less likely to be read to everyday than those with mothers with higher levels of education, two-parent families without welfare support and white, Hispanic, and Asian parents (respectively). Even though times have changed since the early 1900's, it's still a struggle to learn the essential tools needed for educational growth without the support of community.

Can poverty and or community play a part in children's education? According to articles written in *The New York Times* and the *New York Sun*, poverty at times can play a part in children's growth at school. Without proper help and support on the home front some children have trouble at school. But for some children, school can be a safe haven from a difficult home life.

Lynda Barry wrote "The Sanctuary of School," where she spoke in vivid detail about her troubled childhood. Barry's home life was hard and school was the

only place she felt safe. Barry blossomed as a student with the support and encouragement of her school community.

With an increasing numbers of children being raised by single parents, the help isn't there if parents have to work to take care of their families and or if the parents or caretaker isn't proficient their self in reading, which in turn would create a problem in helping with homework assignments and projects. That is where communities should and can step in. There is a saying my mother always used, "A village raises a child", meaning every person in that child's life plays a part in helping raise the child. So what is our community doing to help our children excel in their education?

In New York State, some districts offer Saturday School, which allows children to attend school on Saturday for three hours to help them prep for state tests, like the ELA. The only problem is there is no transportation available. That leaves some parents to have to bring their children to school, and for working parents or parents with no form of transportation this may be an issue. Even with programs in place to assist children get the extra help they need, certain things in life may not allow them to receive services.

So to ask the community to step up, in turn, we are asking ourselves what we can do as individuals to help the children in our communities achieve their educational goals. As teachers, parents, and volunteers we can take some time out and give a little of our time to a needy child in our neighborhood. There are tons of ways to help your community be productive in education. You can head up a small study group at your child's school, or be part of a school's PTA. Today's children are our future; we should invest as much as we can in them so they can become successful citizens. With news coverage and other publications our words of hope can be heard, so that people can be aware and understand the importance of what a strong community can accomplish.

Women, Today and Now

By Ojanay Rodriguez

In the 21st century, women enjoy more freedom and power now than ever before. However, they are still disadvantaged when compared to men in practically all aspects of life. Women are deprived of equal access to education, health care, wealth, and decision making powers in the political, social, and business areas. Whereas men are credited with performing three quarters of all economic activities in developing countries, women actually perform 53 percent of the work, according to the United Nations.

The world has recognized the main importance of education as a main aspect of human defense and a means to empower women. According to the UNDP Human Development Report, women in Africa represent 52 per cent of the total population, contribute approximately 75 percent of the agricultural work, and produce 60 to 80 percent of the food. Yet they earn only 10 percent of African incomes and own just 1 per cent of the continent's assets. These numbers indicate the tremendous challenges women face on their road to gender equality. Despite repeated efforts made by governments, NGOs [Non-governmental organization: In the UN's terms, voluntary groups of citizens organized on a local, national or international scale. They carry out humanitarian assignments, make the government aware of citizens' concerns, encourage political participation at community level, etc.] (<http://www.socgen.com/csr/sustainabledevelopment/glossary.html>) and multilateral development agencies, the majority of women in the developing world are still relegated to "micro enterprises" and informal tasks.

In addition, women still make-up the majority of part-time and temporary workers in developed countries. As a result, these women working in informal economies are likely to have less access to basic health care services, education, financial capital, political appointments, employee rights, and land ownership. For example, in Southeast Asian countries, women are still underrepresented in the government and civil services,

and face a wide gap in education and job opportunities. However, there is an understanding that, investing in the economic empowerment of women can and will help reverse these trends.

Increased income controlled by women gives them self confidence, which helps them obtain a voice and vote in:

- Household decisions such as domestic well-being decisions. For instance, women tend to use family income for more reasonable decisions about sons and daughters' diet, education and health.
- Economic decisions: acquiring, allocating, and selling assets.
- Fertility decisions: economically empowered women tend to have fewer children
- Land use and conservation decisions: rural women tend to favor sustainable environmental practices since they are usually the ones that collect the families' natural resources such as water and firewood

Female economic power also enhances the "wealth and well-being of nations (*Essential Environment: the Science behind the Stories*, 2ND ED., pg 122). Women who control their own income tend to have fewer children, and fertility rates have shown to be inversely related to national income growth. Women are also more able (and generally more willing than male counterparts) to send daughters as well as sons to school, even when they earn less than men. In turn, a woman's level of education affects her decision-making process when it comes to questions about contraception, age of marriage, fertility, child mortality, modern sector employment and earnings.

"But women's economic empowerment must not be examined in a vacuum. Unfortunately, widespread cultural and economic practices work to prevent empowerment. To fully assess the opportunities and obstacles that exist, the intersection of political,

social/cultural and environmental conditions must be analyzed alongside traditional economic indicators" (www.scu.edu/ethics/practicing/focusareas/economic-empowerment.html). Factors impacting women's economic empowerment include:

- Violence: women are the predominant victims of conflict, sexual violence, injury, death, intimidation and human trafficking
- Lack of adequate access to education, training and technology
- Lack of access to clean water, sanitation
- Lack of access to responsible health care/reproductive health (one of the costs of widely available pre-natal screening in India has been the selective abortion of female fetuses, 10 million in the past two decades - this has led to one of the most uneven gender ratios in the world with 927 girls to every 1000 boys in 2001)
- Lack of access to credit/finance, safe work conditions, living/minimum wages
- Cultural practices, tradition, religious interpretations of women's status
- Women's lack of knowledge about rights and laws (economic, social, political, religious)
- Lack of adequate representation in decision-making positions and governance structures

The real tragedy is that women are often better with economic capital than men. Research has shown that women are more likely to reinvest profits back into human capital than are men. When women have economic power, defined as control of income and capital (land, livestock, etc.), they gain more equality and control over their own lives, while contributing directly to their children's development (nutrition, health and education) and thereby indirectly to their nation's income growth.

continued on page 7

Women's economic empowerment could ease corruption and violence, promote greater environmental sustainability, and through education, contraception, and lower fertility rates, help lower HIV/AIDS rates. If this kind of process is accepted by society, then it should be apparent that women's education and economic empowerment is not only a matter of human rights but also human protection.

Unless women's economic security is strengthened, we will not be able to eliminate poverty and achieve gender equality. Below are just some of the statistics that highlight the discrepancies between men and women in the contemporary world:

- There are 135 million children in the world between 7 and 18 who are not receiving any education at all, of which approximately 60 percent are girls.
- Of the girls who do begin primary school, only 1 in 4 is still in school four years later
- The gender gap increases at higher levels of education.
- Two-thirds of the 880 million illiterate adults

around the world are women.

- When women's income increases, money is more likely to be channeled back into families and they are more likely to educate daughters.
- Each additional year in school raises a woman's earnings by about 15 percent compared to 11 percent for a man

Women represent half the world's population, and gender inequality exists in nearly every nation on Earth. To discriminate and prevent half of humanity from reaching its full potential is economic carelessness. Denying women and girls equality and fairness not only hurts them, but also hinders the rest of society.

In the majority of poor nations, mothers, not fathers, have the most influence on their children. Mothers are the ones who dictate the decisions on whether or not children are sent to school, what school they go to, and how much time they spend working for the family. Until women are given the same opportunities that men are, entire societies will be destined to perform below their true potentials. Other large global humanitarian issues such as poverty, unemployment, population growth, the

HIV/AIDS epidemic, and violence are all intertwined with the gender equality issue. "Thus, concerted action to educate women, give them equal access to credit, and generally empower them, is critical components in battling all of the above-mentioned ills" (www.scu.edu/ethics/practicing/focusareas/economic-empowerment.html). Until societies, governments and non-governmental organizations around the world come together and make a concentrated effort to empower and grant equality to women, the world will be stuck in the past, and human well-being will never truly realize its full, potential.

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Hip-hop: How Social Events Influenced Its Evolution

By Frederick Victor

Hip-hop. What comes to mind when you hear those words? Is it the block parties, the Adidas shell-toe sneakers (without the laces), and the "doorknocker" earrings? What are some of the faces that appear before you? Are they the late greats like Jam Master Jay, the Notorious B.I.G., Big L, Tupac Shakur, and Big Pun? Or are they the show stopping legends that still stand before us like Jay-Z, Nas, Busta Rhymes, or Fat Joe? Who was the artist that made you realize you love hip-hop? Was it Erik B and Rakim, KRS-One, Biz Markie, Slick Rick or Big Daddy Kane? How'd you feel when you first heard Sugar Hill Gang's "Rapper's Delight"? How do you feel when you hear what today's rappers have to offer?

Hip-hop, since its inception has gradually evolved into something new, and different from what it originally started as. Though it has changed, it's been able to keep one of its core elements, and that is, the story that each rapper has to tell. Whether it's about the empowerment of a pair of sneakers ("My Adidas" by Run DMC), a one-night encounter with a young lady at a show ("Mahogany" by Erik B and Rakim), or the death of a culture embraced and loved by so many ("Hip Hop is Dead" by Nas).

Hip-hop music has given a voice to many people from all walks of life. Like a book, its words have been able to paint images of hardship and pain, joy and happiness, success and accomplishment.

The lyrics in rap songs often speak of everyday occurrences, which allow me to believe that social events throughout hip-hop's history have influenced its evolution. Hip-hop is said to be born in the South Bronx as early as the 1970s. At the time, the South Bronx is said to have been the most devastated urban landscape in the United States according to Demographia.com, a website designed to educate on the effects of demographics on urban societies. This became so for many reasons. One was because by the late 1960s, it became mandatory for children to be bused to schools outside of their South Bronx neighborhoods to promote racial balance. This forced many parents to move to neighborhoods where their children were attending school, resulting in an increase of vacancies. Another reason stems from decade old policies that required rent to be controlled. This provided landlords no reason to improve or maintain their buildings, increasing vacancy further. The city was also providing lump sums of \$1,000 to \$3,500 to low income residents for relocation. Lastly, with the building of Co-op City, residents looking for a greater sense of security abandoned their rentals and opted for purchasing co-op apartments. All these factors had devastating effects on the South Bronx.

It's no wonder that Grandmaster Flash & The Furious Five who originally came from the South Bronx, released their song entitled "The Message" in 1982, which spoke of the sad state of affairs in the South Bronx. With lyrics as vivid as, "Broken glass everywhere, people pissing on the stairs, you know they just don't care, I can't take the smell, I can't take the noise, got no money to move out, I guess I got no choice," listeners were able to

visualize the hardships of urban residents.

Crime in New York City during the 1980s was significantly more prevalent than it is now. According to DisasterCenter.com, a database consisting of New York City crime rates from 1960 through 2007, an average of 198,621 violent crimes was committed throughout the 1980s in New York City alone. As of 2007, only 79,215 violent crimes were committed. Songs like the "The Message" weren't speaking of a particular isolated incident that these members witnessed. They spoke of a truth that most New York City residents experienced and had to live with.

Economic strife was only one of several problems facing Americans throughout the eighties, carrying on into the nineties.

As the 1990s began, the United States was faced with the Gulf War. The Gulf War was fought between Iraq and the International Coalition of Forces, which consisted

mental and physical trauma. Studies of Gulf War veterans have turned up results stating that one in every four Gulf War veterans suffer from illnesses caused by toxic chemical exposure. These results were recently reported in an article entitled "1 in 4 Gulf War Veterans Suffer From Illness Caused by Toxic Exposure" posted on MedicalNewsToday.com. As a result of these findings, more government funding is being provided to help find treatment for these illnesses that these soldiers have suffered from since the Gulf War.

Teen pregnancy was and still is another problem. As of 1990, there were as many 1,012,260 teen pregnancies according to the Guttmacher Institute, which focuses on research of sexual and reproductive health (guttmacher.org). While the causes of teen pregnancies range from involvement in long-term relationships to forced sex, the effects can be devastating, leaving young women who can barely take care of themselves with children who need to be taken care of. Rapper 2Pac, born Tupac Amaru Shakur wrote, "Brenda's Got A Baby," telling the story of a young woman faced with teenage pregnancy. She resorts to prostitution in order to raise her child and is killed. In one verse, 2Pac writes: "She's twelve years old and she's having a baby, in love with a molester who's sexing her crazy, and yet she thinks he'll be with her forever, and dreams of a world with the two of them together".

Teen pregnancy had dropped in the 1990s from 1,012,260 in 1990 to 836,292 by 1999. This had come to be by efforts made to educate young women on sexual health and relationships by organizations such as the Guttmacher Institute and Planned Parenthood.

Though hip-hop has had a reputation of being controversial, with lyrics that many may interpret as messages of violence, hate, and greed, we can choose to interpret these messages as news given to us by eyewitness reporters? There are many artists who make it a point to make music that inspires and uplifts. These artists include the likes of Common aka Common Sense, The Roots, Dead Prez and many more.

The Roots, based out of Philadelphia, Pennsylvania, for example, wrote "What They Do", emphasizing the need for up and coming Emcees to be more creative and innovative, suggesting that their work is nothing new. Black Thought of The Roots wrote: "Yo, I dedicate this to the one dimension-al, no imagination, excuse for perpetration. My man came over and said, 'Yo we thought we heard you'. Jokes on you, you heard a biting-ass crew, but um..."

Though hip-hop has evolved into something new, and rappers may tell stories of gold and platinum chains verses that of abandoned buildings turned crack houses, they pass on the same oral tradition of the storytelling griots of West Africa. While hip-hop may seem unrecognizable to some, it's almost as though its path has come full circle.

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of thirty-four nations led by the United States. While the attitude of Americans was mixed, ranging from enthusiasm for the war and outrage against it, the group Erik B & Rakim released their track entitled "Casualties of War" in 1992, speaking from a soldier's perspective. One line in particular describes how conflicted a soldier feels fighting a war without a cause. Rakim Allah, a practicing Muslim, wrote:

"Go to the Army, be all you can be, another dead soldier? Hell no not me, so I start letting off ammunition in every direction. Allah is my only protection. But wait a minute Sadaam Hussein prays the same, and this is Asia from where I came. I'm on the wrong side, so change to target. Shooting at the general; and where's the sergeant?"

This helped to shed light on some of the attitudes of soldiers coming home from the war suffering from

Recurring Features

Health and Fitness with Dr. Wayne

2009 is here and you are motivated to improve your health, lose weight and develop a healthy lifestyle. Let's look at a few ways you can get started.

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2. Choose a Healthy Diet. Many Americans have a diet too high in calories, unhealthy fats, and added sugars, and a diet too low in fiber, complex carbohydrates, fruits and vegetables. A poor diet is linked to heart disease, stroke, high blood pressure, type 2 diabetes, and cancer. **Your Solution is to change the way you eat and your body and mind will thank you.**

3. Maintain a Healthy Body Weight. Overweight and obesity are associated with heart disease, cancer, and type 2 diabetes. Short term dieting is not the solution because once your resume your "normal" eating you will gain the weight lost plus 10%. **Your Solution is to walk or do some cardiovascular exercise 30 minutes almost daily.**

4. Manage Your Stress. Many people cope/manage their stress by eating, drinking, or smoking too much. Others don't deal with it at all. Poor stress management can lead to fatigue, sleep disturbances,

behavior problems and disease. **Your Solution is to walk 30 minutes and smile and laugh 10 times every day.**

5. Avoid Tobacco and Drug Use and Limit Alcohol Consumption. Tobacco is associated with 8 of the top 10 causes of death in the United States; it kills about 435,000 Americans each year. Lung cancer is the most common cause of cancer death among both men and women. The medical cost of smoking exceeds \$75 billion yearly.

Excessive alcohol consumption is linked to 6 of the top 10 causes of death and results in about 85,000 deaths per year. Homicide and suicide involving alcohol are in the top three leading causes of death for 15- to 34 year olds. **You know the solution. Stop smoking and doing drugs and exercise 30 minutes daily.**

OK. Start by make a commitment to yourself to start doing something. It can be as easy as walking to the corner store, walking up the stairs, or walking an extra block for the bus.

Next month, Yoga

If you have any questions or comments, please email at Wellness4all@yahoo.com

**Be well.
Dr. Wayne Major
Health, Physical Education and Wellness
Department**



Letters To The Editors

Dear Shaunte,

Your article, "The Continuing Problem of Police Brutality" in The Communicator's December 2008 issue is troubling. The Rodney King Incident that you cite took place in 1991 in the Los Angeles area. Granted, the beating that he received was unjustified. However, you mention that he drove at a speed of 115 MPH to avoid police for violating parole. Apparently, his unlawful act of driving at that speed, endangering motorists and pedestrians, and attempting to avoid apprehension (for parole violation) does not upset you.

Also, two of the four officers acquitted on state charges in the King case were found guilty by a federal jury of civil rights violations in April 1993. You did not mention this fact.

Shaunte, if you want to look locally for prime examples of police brutality, look no further than Amadou Diallo, Abner Louima, Shaun Bell and Michael Mineo. These are cases that the average New Yorker might be able to identify with. On the other hand, where is your outrage for Police Officer Russel Timenshenko, who was brutally shot in the face and killed during a traffic stop in Brooklyn? He and his partner pulled over a car driven by three career criminals, at least one of which was armed with a gun.

Shaunte, get it right. Police are a cross section of society, and you get good eggs with bad eggs. Career criminals are also an ongoing issue, but I suppose not a lot of readers would be interested in that subject. Society in general has a problem, not just the police. Before you attempt to stir the pot, please ascertain what the ingredients are first.

Anthony Harper

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PERFORMANCE

Roots of Tap

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Campus News

BCC Female Student Is Aspiring Leader in Automotive Technology and Boxing

"Energy efficient minded drivers who are thinking about buying a hybrid car today often question whether there will be enough trained technicians to make repairs on newly designed alternative energy powered cars. Besides conventional engine technology, Bronx Community College's Automotive Technology Program prepares students for new car technologies like fuel cells, hydrogen and hybrids that will power cars of the future."

"Consumers generally agree that repair costs assessed by an automotive technician with proper skills and knowledge are always less than the repair costs charged by a technician who is just guessing."

—Clement Drummond, director of Bronx Community College's Automotive Technology Program

Bronx Community College student Grace Claudio, president of the Ford Cobra replica assembly team, is not too concerned about the current downturn in U.S. car sales. She's more focused on learning as much as she can about new energy efficient automotive technology. That technology, she believes, is eventually going to encourage an uptick in car sales and help expand job opportunities for well trained automotive technicians.

While car sales may be slow, the fact that many car manufacturers have increased their warranties to 100,000 miles means additional service work over the lifetime of the car. More skilled automotive technicians will be needed. Ms. Claudio says that she wants to be ready.

Ms. Claudio, who is studying for her Associate in Applied Sciences Degree, is so motivated by the opportunity to gain hands-on experience that she spent two days a week during her January intersession working on the car in the automotive shop classroom at Bronx Community College's Automotive Technology Program, the only program of its kind offered by The City University of New York.

While the Ford Shelby Cobra replica may not be seen often on the road today, it has a road mystique built up by two generations of drivers since the car first rolled off the Ford assembly line 40 years ago as a muscle car. The low-slung, sleek two-seater car presents an attractive challenge to students studying historic, current and future car engine technology.

Ms. Claudio, a second semester student, learned about assembly and correct calibrations for tuning the high-powered engine, transmission, brakes and shocks. What she has learned about the Cobra is very different than what she's learning about new energy efficient car engine technology in her automotive classes held weekdays, evenings and Saturdays. In a world beset by the roller coaster rise and fall of gasoline prices, Ms. Claudio and her professors believe engines powered by alternative energy are the future of the car industry.

When Ms. Claudio and classmates have installed everything on the chassis, the sleek, blue fiber glass body will be placed on the frame and students will get to see and hear the throaty rumble of the engine when it revs up in BCC's fully equipped, on-campus automotive garage.

Ms. Claudio, who is 19, decided to pursue automotive technology because early in life she had developed a hands-on interest for home maintenance repairs. She has helped her father with home repairs since she was 11-years-old. Her father is a drug counselor at Felisa Rincon High School and her mother works at Roosevelt High School.

As to whether people think her career choice is unusual for a woman, Ms. Claudio says she doesn't worry

about that. She knows her career interest in automotive repair is her calling. She says the people who have most influenced her to go into automotive repair are her father, an older sister who took automotive repair courses at another school, but had to stop because the tuition cost was more than she could afford, her boyfriend and Marcos Suarez. He's her boxing trainer at the New South Bronx Police Athletic League (PAL). She has already won 12 amateur fights in the 141-pound class.



When not working out under Suarez's guidance at the gym, Ms. Claudio works with him in the building where he is a superintendent, learning about how to install sheet rock and fixing sinks.

"I thank the Bronx Community College professors for helping me to learn to become an automotive technician. Last summer when I tried to get a job as an intern at a garage, the owner wouldn't even talk to me because he didn't think that I was serious," says Ms. Claudio.

In the shop classroom where Ms. Claudio studies with other students, there are 14 Honda V-Tech engines mounted on rolling engine tripod stands along with Honda and Toyota hybrid engines. Classrooms have the latest digital micrometers for measurement. Hand cranks permit students to rotate the engines 360 degrees.

During the semester, students disassemble and inspect the engines under the watchful eyes of car professors who have many years in the car industry.

BCC's Automotive Technology Program courses are taught in recently renovated shop classrooms and an adjacent garage equipped with tire and balancing machines, wheel alignment machines, battery load testers, welding tools and a plasma cutter. Students work on electronic transmissions, anti-lock brake testing systems, the latest in dynamic road force balancers, computers with specialized tools and software programs for conventional and alternative technology engines.

Some cars today are built with up to 95 computers for safety and convenience. You may not see those computers but they are there under the hood, in the passenger compartment or the trunk. Troubleshooting those electronics requires expert knowledge and experience — knowledge which Bronx Community College's car professors offer students.

Computer labs enable students to access data reference information through application software. They can look up each of the proper procedures for assembly and disassembly of engines. There's a computer program that allows students to learn about engine performance through the use of a virtual dynamic simulator. Students sit in front of a computer station while the instructor gives them a problem, which allows them to go on virtual road tests to solve problems while remaining stationary.

According to Clement Drummond, director of Bronx Community College's Automotive Technology Program, "Without proper training it's hard to stay on top of the industry's continuing technological advances."

"We all know that at some point, our cars need to be tuned. Most of those repairs and tune-ups take place in garages that have ever more complex technology."

"Aspiring automotive technicians and old school automotive technicians need to understand that technology transition is seriously underway in the vehicle industry. Hybrid technologies — combustion engines, sophisticated computers and electric motors — are used to steer the car, power the drive wheels, manage fuel injection systems and lower tailpipe emissions to allow for better fuel economy with the help of monitoring sensors and controlling actuators for subsystems," adds Drummond.

"Customers can greatly benefit from Bronx Community College's graduates who acquire an integrated understanding of how new technologies work. Our graduates leave with skills that they can take into a car industry which will always need people who are up to date on car technologies. And our tuition costs are very reasonable," states Drummond.

The 60-credit curriculum prepares students for careers as automotive technicians. (See sidebar at end of story for career possibilities.) Students explore operational principles for engines, brakes, fuel systems, transmissions, axles, suspension systems, heating, air-conditioning and electrical systems.

According to *Automotive Retailing Today*, nearly 109,000 career jobs are available at U.S. auto dealerships. "At a time when the auto industry is undergoing significant change, franchise auto dealers have a good news story about the thousands of well-paying jobs currently available across the country," says Carter Myers, chairman of *Automotive Retailing Today*.

continued on page 12



BCC Student Athlete Kristal McGreggor Earns Full Scholarship to Hampton University

Bronx Community College marketing graduate (December 2008) Kristal McGreggor knows hard work and diligence pay off! She proved it to herself in the classroom and in track and field.

Ms. McGreggor is the Division III shot put record holder for the National Junior College Athletic Association (NJCAA). She says it is an achievement which, along with her 3.1 grade point average, helped her win a full scholarship to Hampton University in Hampton, Virginia. Her scholarship covers the costs of tuition, books, dormitory and meals.

Ms. McGreggor - who also holds CUNY records for the hammer throw, discuss, and weight throw - moved to her dormitory on her new campus in early January. She misses BCC students and the faster campus pace. So far, she has found that Hampton University moves at a slower pace.

For her achievements at BCC she was recruited by several colleges including CUNY colleges, Louisiana Tech, Manhattan College, St. Peters College in New Jersey, the University of Maryland Eastern Shore, and South Eastern Louisiana. In December, she finally decided on Hampton University.

"When I made my choice, I was really happy and so were my mother and two sisters," one of whom, Renee, is a student at Hostos Community College and the other, Karaice, is a student at Lehman College," said Ms. McGreggor, who spoke by phone after coming back from class.

"We celebrated at home. Winning a scholarship and going to a Division I college was something I have

always worked hard towards achieving," she said. Originally from Jamaica, Ms. McGreggor has been training in track and field since she was 15-years-old. She will study sports management at Hampton University so she can one day be a sports agent.

"Many people tell me I am talented. But I think it's more about determination. I truly believe that if you put your mind to doing something, you can achieve your

help you learn."

She gave special thanks to many at BCC, including Athletic Director Eric Mercado; Track Coach Monica Stevens; Assistant Coach Gladstone Jones; Grants Officer David Hernandez; Business and Information Professors Howard L. Irby Jr., Raymond Canals, and Jacinto Suarez; Communications Professor John Socas; and Health Professor Janet Heller. Ms. McGreggor said she also appreciated all the advice she received from BCC Assistant Track Coach Ed Howard for helping polish her track and field skills.

Mr. Howard praised Ms. McGreggor: "She was a beautiful student to coach. She took her studies and her training seriously. On the couple of evenings a week that we practiced for four hours, she never complained. And she was always current on her classroom assignments. She even tutored other track and field students who needed help."

Already, Ms. McGreggor is showing promise at Hampton University. Last week she competed at Penn State University and finished fifth in the weight throw against athletes from 25 Division I colleges, said Mr. Howard, who received a call from Ms. McGreggor after the competition.

"Since I got to Hampton University," Ms. McGreggor said, "I tell everybody that BCC gave me the best education."



goal. I'm not going to give up. I will stay with something until the end," Ms. McGreggor shared.

That advice is good for any student seeking a scholarship. "You have to be a student before you are an athlete," stated Ms. McGreggor. "I told all my teammates. If you are having trouble with a course, talk to your professors. A lot of students don't do that. BCC professors always answered my questions," she added. "They want to

Kristal McGreggor's Track and Field Records

Shot Put - 12.98 meters (May 2008 National Junior College Athletic Association record at SUNY in Delhi, NY, and also named most valuable field event athlete NJCAA Division III / 13.01 meters BCC record.)

First All American in discus, shot put and hammer throw announced at CUNY dinner (May 2008)

Discuss - 41.64 meters at the New York Relays at Carl Ichan Stadium on Randall's Island in New York (April 2008)

Hammer Throw (45.75 meters at Regional Track and Field meet in Maryland at Howard Community College, May 2008)

Weight Throw 15.74 meters at Seton Hall University Invitational (December 2008)

BCC most valuable field event athlete of the year (2007-2008)

"Dealerships are high-tech facilities requiring top-notch staff with computer and technical skills," says Myers. America's franchised auto dealers are hanging out the help wanted sign for these high-paying jobs. There is a great demand for qualified, technically savvy employees.

For enthusiastic students who want hands-on engine repair experience, Bronx Community College is the place. Upon completion of the curriculum, BCC graduates are prepared for entry-level positions in many areas of the automotive industry dealing with development, testing, diagnosis and service of mechanical, hydraulic, electrical and automotive systems.

"Students who start their education early at BCC and work at a dealership as interns will be able to start at a higher level in the dealership when they graduate. Students who concentrate on automotive studies can go on for advanced training and education. This training can prepare students for careers in technical education, engineering, insurance appraisal, accident investigation, and other specialties.

For more information about the Automotive Technology Program, visit <http://www.bcc.cuny.edu/DegreePrograms/DegreePrograms.cfm?DegreeID=12> or go to the Bronx Community

College Website, click on Degree Programs, and then click on Automotive Technology Program. You can also contact Clement Drummond at clement.drummond@bcc.cuny.edu or (718) 289-5213. Students who are not pursuing a degree can enroll to acquire a certificate in automotive mechanics.

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Service advisor
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Automatic transmission
Engine management specialist
General service technician

Director of BCC Public Safety Retires: The Job Is About Service

McThaddeus (Mac) Holden, director of public safety at Bronx Community College, retired after serving 12 years. When he came to BCC in 1996, he brought with him experiences of being a patrol officer, investigator, academy instructor, and most importantly, an impressive background in college security management. He served in the New York City Police Department and at Borough of Manhattan Community College. January 27, 2009 was his last day on the BCC campus beat.

As he moves into retirement, Mr. Holden, who is 68-years-old, is looking forward to fishing, golfing, and spending time with his grandchildren and large family in Raleigh, North Carolina. No longer will he walk the campus, ably assisted by the 40-person public safety team, responding to concerns of the college community.

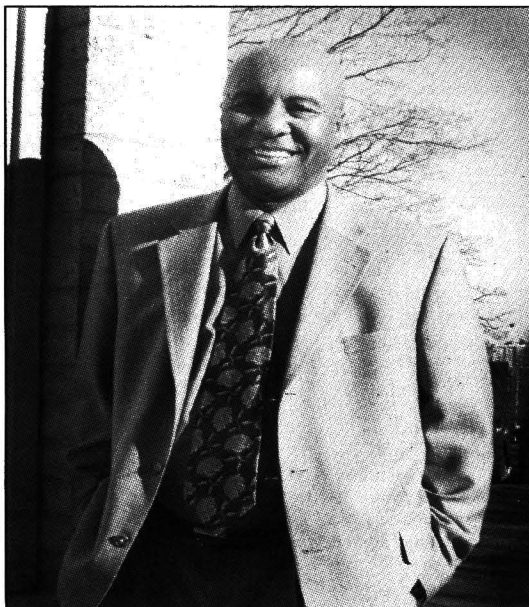
Personable and distinctive looking with his shaved head, quick smile, and twinkle in his eyes, he was always ready to answer a question from a temporarily lost student trying to find a building where a class was being held. Most weekdays he wore a suit and tie. On weekends he worked in the office in blue jeans. At commencement, the image of the public safety officers in their dark blue public safety uniforms, with peaked caps and white gloves, was very impressive to the community.

"Public service to the community college has been my approach," explained Mr. Holden. "We have stressed professional training for all officers as the best way to deal with college issues."

He continued, "My success here has been because I have tried to approach this job as an education experience, always ready to capitalize on the teachable moment for self improvement of our public safety team," added Mr. Holden. In 42 years of law enforcement, he has survived dramatic challenges -- from being ambushed and shot at with large caliber bullets during turbulent times in New York City to running into burning buildings to look for trapped people. Campus policing presents different challenges, particularly with less emphasis on criminal behavior and more emphasis on personal safety. Contrary to the image people get on TV, law enforcement people

don't spend all their days in exotic chases. They spend a great deal of time in service, helping people who call the police when they have no other person to turn to," shared Mr. Holden.

At BCC, while public safety is most visible at campus entry points, its reach is often invisible. The public safety team patrols campus buildings and the



43-acre campus grounds 24/7 throughout the year.

A 1976 graduate of John Jay College of Criminal Justice, Mr. Holden hails from Raleigh, North Carolina. He left the segregated South by joining the U.S. Marine Corps at age 18.


In terms of his BCC tenure, he says one of his proudest achievements has been getting the campus community to commit to crime prevention. Many people on campus now are big believers in engraving personal property -- laptop computers, cell phones, MP3 players and cars. "This program gives police a head start in helping find missing property," he said.

The big attraction of his job? "Serving in public safety means encountering different experiences every day. The excitement is that there is nothing routine about the job," commented Mr. Holden.

Mr. Holden reflected that he will miss his public safety team as well as the students, faculty, administrators and staff he has worked with over the years. Sergeant Mary Faison who has worked on the public safety team for 18 years said, "I know I am going to cry when he leaves. Mac brought a lot of improvements to the department. He was always a person that you could talk to. We are all sad that he is leaving."

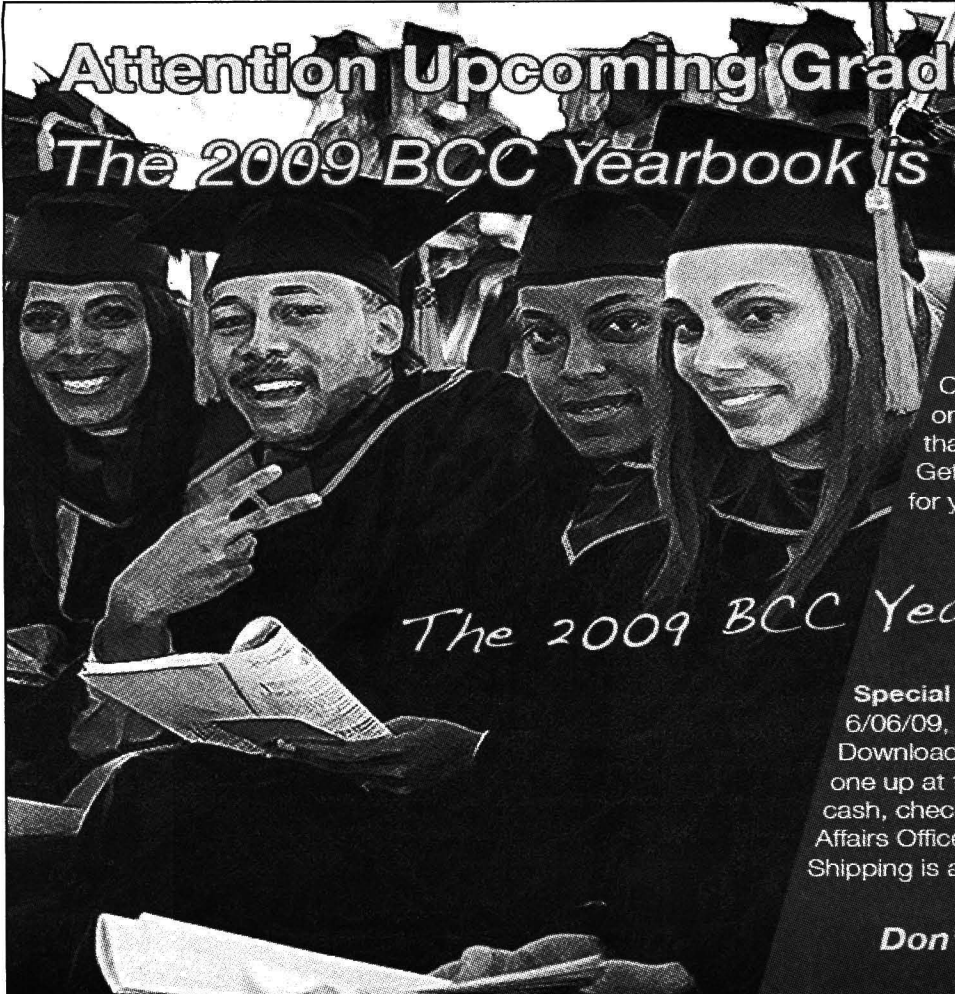
"The public safety team has grown tremendously in the time I have been here," stated Mr. Holden. BCC's public safety team is much more respected because of the dedication of its members today than when I first started on this campus. We have benefitted from cooperation with the New York City Police Department who worked very closely with our BCC Public Safety Department.

Mr. Holden recognizes that there are too few African-American and Latino young people who are attracted to campus policing. "Their services are direly needed in their communities across this country. I would suggest that the Bronx Community College and City University might offer incentives to students interested in pursuing a campus policing career path similar to the NYPD police cadet program," he added.



Attention Upcoming Graduates

The 2009 BCC Yearbook is Coming



The yearbook has a group on **facebook**

"Bronx Community College 2009 Yearbook".

Open to all BCC students graduating January, June, or August 2009. Share memories, ideas, and photos that could be used in the upcoming 2009 yearbook. Get updates and news about the yearbook and vote for your favorite designs. Join us!

The 2009 BCC Yearbook - Be There!

Special pre-order price of only \$30 available until 6/06/09, so purchase your yearbook **NOW!**

Download an order form from the BCC website, or pick one up at the Student Life office, RBSC 102. Pay with cash, check, credit card, or money order at the Alumni Affairs Office, GML 14 (718-289-5162). Shipping is available for an extra charge.

Don't let the memories fade away!

Bronx Community College Awarded \$2.4 Million Cooperative Grant to Improve Students' Academic Success in Sciences

Bronx Community College (BCC) of The City University of New York has been awarded one of the largest grant acquisitions in the College's history from the U.S. Department of Education. It is designed to produce greater numbers of science, technology, engineering and mathematics (STEM) graduates, and to insure that minority and economically disadvantaged students are equitably represented in these critically important fields. This project seeks to strengthen the institutional frameworks needed to produce STEM Associate's degree holders at Bronx Community College, and to bring them to successful Bachelor's degree attainment at the City College of New York (CCNY). The \$2.4 million will extend over a two year period.

Three qualities known to lead to student success in STEM disciplines are: continuity, which structures the educational experience in ways that best support student advancement through increasingly rigorous STEM content; capacity, which emphasizes enhancing student knowledge and skills; and engagement, which focuses on developing student interest and motivation. This project is organized around activities that build upon these three indicators of student success:

Continuity—Students transferring from BCC to CCNY will be given academic advisement and mentoring by STEM faculty at both institutions. Cross-campus faculty collaboration will align STEM coursework and curricula. Students will be effectively and actively tracked by academic advisors. New dual/joint degree programs will be developed in STEM disciplines.

Capacity—A new interdisciplinary lab skills course will accelerate student progress at BCC, and BCC transfer students will attend joint BCC/CCNY "Bridge" programs designed to strengthen key mathematical skills and comprehension of scientific concepts. Paid

internships will provide financial support and reinforce learning. Laboratory upgrades at BCC will align coursework across the campuses.

Engagement—BCC faculty will provide financial support to STEM students so that they feel a connection to a larger scientific community. Lack of sufficient funds and having to work full-time are major problems among students. The grant will provide greatly needed funds for academic and non-academic services that the college has not been able to afford in the past. There will even be release time for faculty so that they can spend more time with students. The grant will provide academic advisement on a regular basis by specially trained STEM faculty advisors using a case management approach. Additionally, a counselor with a background in psychology will be available to students with psycho-social and family issues that impact academic performance.

Psycho-social counseling focuses upon the entire student including not only academic problems but also non-academic issues such as stress, test anxiety, financial concerns and family problems. BCC's new STEM Resource Center will host career development events and distribute information on financial aid, internships, and scholarships. Two new colleges, BCC and City College, will jointly sponsor research projects, field trips, and family engagement activities for STEM students.

"We feel that this project will be an innovative way to help students achieve their educational objectives. It gives us particular satisfaction to bring these resources to our student population, which has so many challenges," said grant co-authors Dr. Luis Montenegro, Chair of physics and engineering; Dr. Martin Fein, Chair of biology; and Dr. Reid Strieby, Co-Principal Investigator of the BCC Energy Services and Technology Program.

HELP NEW YORKERS PREPARE FOR AND RESPOND TO EMERGENCIES

Start a Bronx Community College Red Cross Campus Club

or Include Red Cross Initiatives in Your Existing Club!



- Provide aid to New Yorkers affected by fires, floods, blackouts and other emergencies in the form of food, shelter, client casework and comfort.
- Train community members to save lives by teaching Red Cross lifesaving courses — Adult/Child/Infant CPR, First Aid, Caregiving and more.

- Prepare your community to cope with emergencies by teaching the basics of emergency preparedness.
- Support International Red Cross disaster response initiatives.
- Provide leadership for the Red Cross Youth Services program.



A partnership program between the City University of New York and the American Red Cross in Greater New York.

Take the first step now —
visit www.bcc.cuny.edu/studentlife
or contact Manny Lopez at 718.289.5962

Sports & Fitness

Thursday, March 5, 2009
@RBSC
11-3 pm

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CUNY Study-Abroad Applications Available for Summer 2009

This summer, CUNY is once again offering a wide selection of STOCs-eligible programs – 51 programs in 18 countries. Eligible undergraduate students are encouraged to apply for grants ranging from \$750 – \$1,500 to be used towards the costs of studying abroad on one of these eligible CUNY programs. Student eligibility requirements are listed on the first page of the application.

The deadline for student applications is March 16, 2009. (All applications must be post-marked or hand-delivered by March 16.) Applicants should also file the 2009-10 FAFSA by February 25 for financial eligibility verification. Applicants will be notified of award decisions on or after April 20, 2009.

Downloadable versions of the application and program list are also available at www.cuny.edu/studyabroad. (If the link does not work, go to: www.cuny.edu and then click through the following titles on the left-hand navigation bar: Academics and Libraries > Office of Academic Affairs > Office of Undergraduate Education > International Education).

If you have questions or are interested in applying for CUNY Study Abroad, please contact Barbara Schaefer-Peleg (718.289.5165 or bsp@thenationalcenter.org).

SUMMER 2009 CUNY STUDY ABROAD PROGRAMS ELIGIBLE FOR STOCs SCHOLARSHIPS

LISTED ALPHABETICALLY BY DESTINATION

Please also see the updated STOCs-Eligible Programs List by visiting www.cuny.edu/studyabroad and clicking "STOCs"

Program costs are based on in-state CUNY senior college tuition and are estimates. Applicants should verify all costs with the program director listed under "Contact."

CHINA

BC Study Abroad in China
Location: Nanjing, China
Sponsor: Brooklyn College
Dates: June 1 – 29, 2009
Credits: 3 to 7
Cost: \$2,798 plus CUNY tuition
Contact: Prof. Shunning Lu
718-951-5225
cunyinchina@brooklyn.cuny.edu

Intro. to Mandarin & Business in China
Location: Shanghai, China
Sponsor: College of Staten Island
Dates: June 12 – July 12, 2009
Credits: 6
Cost: \$3,105 – 3,680
Contact: Mr. Russell Davis
718-982-2100
davis@mail.csi.cuny.edu

DENMARK

Architecture and Design
Location: Copenhagen, Denmark
Sponsor: College of Staten Island
Dates: June 29 – August 17, 2009
Credits: 9
Cost: \$10,640
Contact: Mr. Christopher Tingue
718-982-2100
tingue@mail.csi.cuny.edu

Summer Courses in Denmark (Various)
Location: Copenhagen, Denmark
Sponsor: College of Staten Island
Dates: May 23 – July 3, 2009
Credits: 6
Cost: \$7,975
Contact: Mr. Christopher Tingue
718-982-2100
tingue@mail.csi.cuny.edu

DOMINICAN REPUBLIC

Caribbean Cultural Criminology
Location: Santo Domingo, DR
Sponsor: John Jay College
Dates: June 1 – 27, 2009
Credits: 6 Undergraduate, 3 Graduate
Cost: \$2,720
Contact: Ken Lewandoski
212-484-1339
klewandoski@jjay.cuny.edu

Dominican Republic Study Abroad Program
Location: Santo Domingo, DR
Sponsor: Hostos Community College
Dates: June 22 – July 19, 2009
Credits: 3
Cost: \$2,341
Contact: Ms. Ana Garcia Reyes
718-518-4313
agreyes@hostos.cuny.edu

ECUADOR

Spanish Language and Culture
Location: Quito, Ecuador
Sponsor: College of Staten Island
Dates: May 23 – July 23, 2009
Credits: 9
Cost: \$5,449
Contact: Ms. Deborah Stengle
718-982-2100
stengle@mail.csi.cuny.edu

Study Spanish in Guayaquil
Location: Guayaquil, Ecuador
Sponsor: College of Staten Island
Dates: July 1 – 30, 2009
Credits: 7
Cost: \$3,560
Contact: Ms. Deborah Stengle
718-982-2100
stengle@mail.csi.cuny.edu

FRANCE

French Language & Culture
Location: Paris, France
Sponsor: Queens College
Dates: June 30–July 31, 2009
Credits: 4
Cost: \$4,220
Contact: Mr. Gary Braglia
718-997-5521
gary.braglia@qc.cuny.edu

Intermediate French in Paris
Location: Paris, France
Sponsor: Medgar Evers College
Dates: June 8 – July 6, 2009
Credits: 3 or 6
Cost: \$4,374
Contact: Prof. Maria Luisa Ruiz
718-270-6247
mlruiz@mec.cuny.edu

Paris Through the Eyes of Travelers

Location: Paris, France
Sponsor: Queens College
Dates: June 28 – July 25, 2009
Credits: 3
Cost: \$3,499
Contact: Mr. Gary Braglia
718-997-5521
gary.braglia@qc.cuny.edu

Revolutionary Paris

Location: Paris, France
Sponsor: Queens College
Dates: June 28 – July 25, 2009
Credits: 3
Cost: \$3,499
Contact: Mr. Gary Braglia
718-997-5521
gary.braglia@qc.cuny.edu

GERMANY

German Language
Location: Kassel, Germany
Sponsor: Hunter College
Dates: rolling 4 week sessions June-Aug. 2009
Credits: 6
Cost: \$3,970
Contact: Ms. Elizabeth Sachs
212-772-4569
elizabeth.sachs@hunter.cuny.edu

Queens College Berlin Program
Location: Berlin, Germany
Sponsor: Queens College
Dates: Contact Program Director
Credits: 3 to 15
Cost: \$2,910 to 5,300
Contact: Mr. Gary Braglia
718-997-5521
gary.braglia@qc.cuny.edu

GHANA

Black Experience in Ghana
Location: Legon, Ghana
Sponsor: BMCC
Dates: June 2 – 27, 2009
Credits: 3
Cost: \$5,488
Contact: Prof. Andrew Smallwood
212-220-1370 x 5088
asmallwood@bmcc.cuny.edu

Summer Seminar Abroad to Ghana

Location: Accra, Ghana
Sponsor: Brooklyn College
Dates: June 1 – July 2, 2009
Credits: 6
Cost: \$3,100
Contact: Prof. Lynda Day
516-951-5597
lday@brooklyn.cuny.edu

GREECE

Greece Summer Program
 Location: Thessaloniki, Greece
 Sponsor: College of Staten Island
 Dates: June 16 – July 23, 2009
 Credits: 3 or 6
 Cost: \$5,250 – 7,365
 Contact: Mr. Russell Davis
 718-982-2100
 davis@mail.csi.cuny.edu

Heroic Mythology in Athens
 Location: Athens, Greece
 Sponsor: Queens College
 Dates: June 30 – July 30, 2009
 Credits: 3
 Cost: \$3,299
 Contact: Mr. Gary Braglia
 718-997-5521
 gary.braglia@qc.cuny.edu

Religious and Cultural Co-Existence Among Christians, Jews, and Muslims
 Location: Thessaloniki, Greece
 Sponsor: John Jay College
 Dates: June 11 – July 13, 2009
 Credits: 3
 Cost: \$3,705
 Contact: Ken Lewandoski
 212-484-1339
 klewandoski@jjay.cuny.edu

Society and Politics in Ancient Greece
 Location: Athens, Greece
 Sponsor: Queens College
 Dates: May 31 – June 28, 2009
 Credits: 3
 Cost: \$3,299
 Contact: Mr. Gary Braglia
 718-997-5521
 gary.braglia@qc.cuny.edu

IRELAND

Irish History
 Location: Galway, Ireland
 Sponsor: Queens College
 Dates: June 1 – 28, 2009
 Credits: 3
 Cost: \$2,899
 Contact: Mr. Gary Braglia
 718-997-5521
 gary.braglia@qc.cuny.edu

MEXICO

Mexico: Art and Culture
 Location: Guanajuato, Mexico
 Sponsor: Queens College
 Dates: July 12 – August 9, 2009
 Credits: 3
 Cost: \$2,610
 Contact: Mr. Gary Braglia
 718-997-5521
 gary.braglia@qc.cuny.edu

Women in Mexico: Labor, Violence, and Social Change
 Location: San Miguel de Allende, Mexico
 Sponsor: John Jay College
 Dates: May 31 – June 27, 2009
 Credits: 3
 Cost: \$3,025
 Contact: Ken Lewandoski
 212-484-1339
 Klewandoski@jjay.cuny.edu

POLAND

Polish Language in Poland
 Location: Krakow, Poland
 Sponsor: Hunter College
 Dates: July 5 – August 2, 2009
 Credits: 6
 Cost: \$3,920
 Contact: Ms. Elizabeth Sachs, 212-772-4569
 elizabeth.sachs@hunter.cuny.edu

SOUTH AFRICA

Overseas Honors Program: Rhodes University, International Summer School
 Location: Grahamstown, South Africa
 Sponsor: College of Staten Island
 Dates: June 20–July 18, 2009
 Credits: 6
 Cost: \$5,450
 Contact: Ms. Deborah Stengle, 718-982-2100
 stengle@mail.csi.cuny.edu

SOUTH KOREA

Korean Art and Culture
 Location: Seoul and other cities, South Korea
 Sponsor: John Jay College
 Dates: May 30 – June 28, 2009
 Credits: 3
 Cost: \$3,215
 Contact: Ken Lewandoski, 212-484-1339
 Klewandoski@jjay.cuny.edu

IRELAND (CONTINUED)

Irish Language Studies in Connemara
 Location: Connemara, Ireland
 Sponsor: Lehman College
 Dates: June 17 – August 14, 2009
 Credits: 6
 Cost: \$3,457
 Contact: Thomas Ihde
 718-960-6722
 thomas.ihde@lehman.cuny.edu

Irish Traditional Music
 Location: Galway, Ireland
 Sponsor: Queens College
 Dates: July 1 – 30, 2009
 Credits: 3
 Cost: \$2,899
 Contact: Mr. Gary Braglia
 718-997-5521
 gary.braglia@qc.cuny.edu

ISRAEL

Israel: Then and Now
 Location: Beth Shemesh and Jerusalem, Israel
 Sponsor: Brooklyn College
 Dates: June 14 – July 31, 2009
 Credits: 9
 Cost: \$5,750
 Contact: Prof. H. Arthur Bankoff
 718-951-5507
 abankoff@brooklyn.cuny.edu

ITALY

Art History; Fashion and Fashion Marketing; or Jewelry Making and Design
 Location: Florence, Italy
 Sponsor: Queens College
 Dates: May 28–June 27; July 2–Aug. 1, 2009
 Credits: 3
 Cost: \$3,640
 Contact: Mr. Gary Braglia, 718-997-5521
 gary.braglia@qc.cuny.edu

Art History, Italian Culture/Language, Drawing, Painting, Photography, Printmaking
 Location: Florence, Italy
 Sponsor: College of Staten Island
 Dates: May 20–June 20, June 24–July 25, or July 29–Aug. 29, 2009
 Credits: 3 or 6
 Cost: \$4,995 – 6,045
 Contact: Mr. Christopher Tingue
 718-982-2100
 tingue@mail.csi.cuny.edu

SPAIN

CNY-Universidad de La Rioja Summer Program
 Location: La Rioja, Spain
 Sponsor: City College
 Dates: June 28–July 30, 2009
 Credits: 6
 Cost: \$3,680
 Contact: Prof. Dulce M. Garcia
 212-650-6731
 dmgecny@optonline.net

Designing the Urban Void
 Location: Barcelona, Spain
 Sponsor: City College
 Dates: June 1 – July 1, 2009
 Credits: 3
 Cost: \$2,500
 Contact: Prof. Fabian Lionch
 Fabianlionch@hotmail.com

Hispanic Heritage
 Location: Oviedo, Spain
 Sponsor: BMCC
 Dates: July 4 – August 1, 2009
 Credits: 3
 Cost: \$3,620
 Contact: Dr. Alicia Perdomo
 212-220-8174
 aperdomo@bmcc.cuny.edu

Spanish in Spain
 Location: Madrid, Spain
 Sponsor: Hunter College
 Dates: June 1–30 or June 30–July 31, 2009
 Credits: 6
 Cost: \$3,720
 Contact: Ms. Elizabeth Sachs
 212-772-4569
 elizabeth.sachs@hunter.cuny.edu

Spanish Language and Civilization
 Location: Salamanca, Spain
 Sponsor: Baruch College
 Dates: June 1–26, July 29–July 24, or July 24–Aug. 21, 2009
 Credits: 3 or 4
 Cost: \$2,814 – 3,268
 Contact: Dr. Richard Mitten
 646-312-2076
 Richard.mitten@baruch.cuny.edu

ITALY (CONTINUED)

Field Experience in Italy
 Location: Viareggio, Italy
 Sponsor: BMCC
 Dates: July 5 – 30, 2009
 Credits: 3
 Cost: \$4,226
 Contact: Prof. Michael Giammarella
 212-220-8151
 mgiammarella@bmcc.cuny.edu

Food, Culture, and Culinary Arts
 Location: Florence, Italy
 Sponsor: Queens College
 Dates: May 29–June 27; July 3–Aug. 1, 2009
 Credits: 3
 Cost: \$3,640
 Contact: Mr. Gary Braglia, 718-997-5521
 gary.braglia@qc.cuny.edu

Italian Language, Culture, and Art
 Location: Tuscany, Italy
 Sponsor: College of Staten Island
 Dates: May 20–June 20, June 24–July 25, or July 29–Aug. 29, 2009
 Credits: 3 or 6
 Cost: \$4,645 – 5,645
 Contact: Mr. Christopher Tingue
 718-982-2100
 tingue@mail.csi.cuny.edu

Italian Language and Music in Tuscany
 Location: Tuscany, Italy
 Sponsor: College of Staten Island
 Dates: June 24 – July 25, 2009
 Credits: 6
 Cost: \$5,645
 Contact: Mr. Christopher Tingue
 718-982-2100
 tingue@mail.csi.cuny.edu

Italian Studies
 Location: Pescara, Italy
 Sponsor: Hunter College
 Dates: June 30 – July 29, 2009
 Credits: 6
 Cost: \$4,620
 Contact: Ms. Elizabeth Sachs, 212-772-4569
 elizabeth.sachs@hunter.cuny.edu

Perugia Summer Program
 Location: Perugia, Italy
 Sponsor: Queens College
 Dates: May 30–June 30; July 1–31, 2009
 Credits: 6
 Cost: \$1,370 plus airfare, room and board
 Contact: Mr. Joseph Grosso, 718-997-5769
 joseph.grosso@qc.cuny.edu

SPAIN (CONTINUED)

Study Spanish in Santander, Spain
 Location: Santander, Spain
 Sponsor: College of Staten Island
 Dates: ask program director for dates
 Credits: 4 or 8
 Cost: ask program director
 Contact: Ms. Deborah Stengle
 718-982-2100
 stengle@mail.csi.cuny.edu

TURKEY

The Many Faces of Turkey: History, Identity, and the Forging of a Nation
 Location: Istanbul, Turkey
 Sponsor: Brooklyn College
 Dates: June 1–22, 2009
 Credits: 4
 Cost: \$4,200 plus tuition
 Contact: Prof. Louis Fishman
 718-951-5000, ext. 1165
 lfishman@brooklyn.cuny.edu

Ottoman Art and Architecture
 Location: Istanbul, Turkey
 Sponsor: Hunter College
 Dates: June 29 – July 25, 2009
 Credits: 3
 Cost: \$3,010
 Contact: Ms. Elizabeth Sachs
 212-772-4569
 elizabeth.sachs@hunter.cuny.edu

UNITED KINGDOM

Study at Middlesex University in London
 Location: London, England
 Sponsor: College of Staten Island
 Dates: June 26 – Aug. 6, 2009
 Credits: 4, 8, or 12
 Cost: \$6,267 – 8,251
 Contact: Ms. Deborah Stengle
 718-982-2100
 stengle@mail.csi.cuny.edu

ITALY (CONTINUED)

Photography
 Location: Florence, Italy
 Sponsor: Queens College
 Dates: May 29–June 27 or July 3–Aug. 1, 2009
 Credits: 3
 Cost: \$3,640
 Contact: Mr. Gary Braglia, 718-997-5521
 gary.braglia@qc.cuny.edu

Rome Program: Literature and Film
 Location: Florence, Italy
 Sponsor: Queens College
 Dates: July 12 – August 9, 2009
 Credits: 3
 Cost: \$2,999
 Contact: Mr. Gary Braglia, 718-997-5521
 gary.braglia@qc.cuny.edu

Rome Summer Program
 Location: Rome, Italy
 Sponsor: College of Staten Island
 Dates: May 25 – June 26, 2009
 Credits: 6
 Cost: \$6,680
 Contact: Mr. Christopher Tingue
 718-982-2100
 tingue@mail.csi.cuny.edu

Super-Intensive Italian Language Program, Florence
 Location: Florence, Italy
 Sponsor: College of Staten Island
 Dates: May 20–June 20, June 24–July 25, or July 29–Aug. 29, 2009
 Credits: 6
 Cost: \$4,845
 Contact: Mr. Christopher Tingue
 718-982-2100
 tingue@mail.csi.cuny.edu

Super-Intensive Italian Language Program, Venice
 Location: Venice, Italy
 Sponsor: College of Staten Island
 Dates: May 23–June 20, June 20–July 18, or July 18–Aug. 15, 2009
 Credits: 6
 Cost: \$4,165 – 4,265
 Contact: Mr. Christopher Tingue
 718-982-2100
 tingue@mail.csi.cuny.edu

**PLEASE READ:
IMPORTANT INFORMATION**

Contact program directors (listed under "Contact") for more information and for program applications. *Note: Program applications are separate from the STOCS application.*

Dates and prices are subject to change. "Cost" includes tuition (in-state), airfare, room and board, and program fees unless otherwise specified. Non-New York State Resident students should contact program directors to verify any differences in program costs. **Applicants should verify all costs with the program director listed under "Contact."**

All applicants must also complete a Federal Application for Financial Aid (FAFSA) form by **February 25, 2009**. We recommend applicants to fill out the FAFSA online at www.fafsa.ed.gov.

STOCS Deadline: All applications must be post-marked or hand-delivered by **March 16, 2009**.

To learn more, please visit:
www.cuny.edu/studyabroad

Welcome to B.C.C.

A.N.S.W.E.R. CLUB
ANIME/MANGA CLUB
ALPHA BETA GAMMA
BUSINESS CLUB
CARIBBEAN CLUB
CHRISTIAN CLUB
COBRA
THE COMMUNICATOR (College Newspaper)
CREATIVE WRITING CLUB
DANCE WORKSHOP
DOMINICAN STUDENTS CLUB
HISTORY CLUB
HUMAN SERVICES CLUB
ITALIAN CLUB
LIFE SUSTAINABILITY CLUB
MEDIA TECHNOLOGY & FILM SOCIETY
MUSLIM STUDENTS ASSOCIATION
NURSING CLUB
PARALEGAL SOCIETY
PHI THETA KAPPA
SECULAR HUMANISM CLUB
SOCIETY OF PLASTICS ENGINEERS
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SPEECH, DRAMA, & DEBATE TEAM
STUDENT WORLD ASSEMBLY
THEATER WORKSHOP
TRUTH CLUB

GET INVOLVED IN CAMPUS LIFE &
JOIN A CLUB!

CLUB MEMBERSHIP ENHANCES
THE ACADEMIC EXPERIENCE WITH:

- ✓ OPPORTUNITIES TO EXPLORE
MANY ACADEMIC PROGRAMS &
MAJORS
- ✓ PROFESSIONAL & SOCIAL
NETWORKING
- ✓ NUMEROUS LEADERSHIP
OPPORTUNITIES
- ✓ SCHOOL SPIRIT
- ✓ COMMUNITY SERVICE
- ✓ TRANSFERABLE SKILLS
- ✓ CROSS-CULTURAL COMPETENCE
- ✓ OPPORTUNITIES TO HELP OTHERS
- ✓ DOCUMENTED WORK EXPERIENCE
- ✓ MEMORIES & FRIENDSHIP
- ✓ AND MUCH MORE!

For more information about joining or starting a club, contact the
Inter-Organizational Council office:

Roscoe Brown Student Center, room 309

(718) 289-5201/5962

www.bcc.cuny.edu/studentlife

The Poet's Lounge

A popular celebration of the spoken word featuring a judged competition with cash prizes for the most gifted poets.

April 3, 2009
RBSC 207/208 6-9 pm

Multiple original poems are required. A number of 3 rounds is standard for the competition.



Sponsored by the
Office of Student Life
For more information,
please call 718-289-5194.

BRONX
COMMUNITY
COLLEGE

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For more information contact:

Cheryl Byrd

Campus Coordinator

718-289-5907

cheryl.byrd@bcc.cuny.edu

Monique Lewis

Campus Coordinator

718-289-5100, Ext. 5596

monique.lewis@stu.bcc.cuny.edu

BRONX
COMMUNITY
COLLEGE

Bronx Community College Women's Virtual Hall of Fame / 2009

Sponsored by

The Office of Student Life

The Center for Tolerance and Understanding

The National Center for Educational Alliances

In celebration of Women's History Month — March 2009 — the entire BCC community (faculty, staff, and students) is once again invited to nominate women of distinction for induction into the Women's Virtual Hall of Fame.

Women are eligible to be nominated if they have made a significant contribution in one of the following areas:

**science and health • politics and government • education • literature, music or the arts • philanthropy
human rights • religion • activism and leadership • journalism • military service**

In addition, the nominee should be a woman who meets *at least one* of the following criteria:

- She has had local, national, or world impact.
- She has made an enduring contribution to one of the above fields.
- She has had significant impact in expanding opportunities for women.
- She is the first woman in her field.

Women can be nominated in three distinct categories:

- **Women from the Past** (includes all American and international women meeting the stated criteria who are deceased)
- **American Women from the Present** (includes all women with US citizenship who meet the criteria)
- **International Women from the Present** (includes all women who are not US citizens who meet the criteria)

Nominations: Nomination forms are available in the Office of Student Life, Roscoe Brown Student Center (RBSC), room 102, and in Gould Memorial Library, room A1, the National Center for Educational Alliances. Three finalists in each category above will be identified by the BCC Virtual Hall of Fame Committee, and the College community will be notified.

Opening Ceremony: Tuesday, March 3rd, Roscoe Brown Student Center, Room 207-208, from 12–2 pm, where the nominees will be announced

Elections: Voting for the Women's Virtual Hall of Fame will take place from Tuesday, March 3rd through Thursday, March 12th. Ballots and information will be available in the lobby of Roscoe Brown Student Center and in the Office of Student Life, 102 RBSC.

Closing Ceremony: Thursday, March 26th from 12–2 pm, Roscoe Brown Student Center, Room 207/208, where the inductees will be announced

The following women have previously been inducted into the Women's Virtual Hall of Fame and are, therefore, ineligible in 2009:

**2007: Rosa Parks, Oprah Winfrey, and Wangari Maathai
and**

2008: Helen Keller, Margarita Lopez Torres, and Mukthar Mai

This is a sample student nomination submission.

Nominee: Maya Angelou

Maya Angelou, born Marguerite Johnson, was born on April 4, 1928. She is an American poet, memoirist, actress and an important figure in the American Civil Rights Movement.

Maya Angelou has achieved recognition for her poetry. She was nominated for the Pulitzer Prize for her *Just Give Me a Cool Drink of Water 'fore I Die* (1971). She has received a Grammy, a Tony and has been honored at Oprah Winfrey's Legends Ball.

She has accomplished many things in life. In 1993, Angelou read her poem "On the Pulse of the Morning" during Bill Clinton's presidential inauguration. It was the second time in U.S. history that a poet had been asked to read at a presidential inauguration, the first being Robert Frost at the inauguration of John F. Kennedy.

Maya Angelou has visited many institutions, such as Yale University. She has taught at the University of Ghana and the University of Kansas; currently, she is a professor at Wake Forest University. Even though she has taught at many universities, she herself has never received a college education, but she has managed to learn several languages including English, French, Spanish, Italian, Arabic and Ghanaian Fante.

Maya Angelou is an exceptional woman who has accomplished many goals in her life and this is why I believe she should be nominated to our Virtual Hall of Fame at Bronx Community College.